Trainee: Pier Paolo Roncoroni Romero		Level: A1	Date: November 28th
Lesson Number: 8	Length: 40 minutes	Anticipated start and finish time: 19:20pm – 20:00pm	

Main Lesson Aim (Language Focus / Skills)	By the end of this lesson, students will be better able to use words and expressions such as *go straight on, on the corner, go past (some place), roundabout, opposite, turn left, turn right* in the context of a dialogue for asking and giving directions ~~how to explain the way to go~~ to an specific place.
Subsidiary Lesson Aim (Language Focus / Skills)	By the end of this lesson, Ss will be better able to ~~express themselves in a dialogue for~~ asking and ~~how to explain the way~~give directions to ~~go to~~ an specific place.

Materials: projector, board eraser, marker, handouts, flash drive, power point presentation, pictures from Google, *New English File Elementary Student's Book, (page 72),* OUP ~~*Oxford*~~, paperboard, adhesive tape, flash cards.

Anticipated difficulties with lesson activities and classroom management:

1. Some Ss may get confused with the fall-rise intonation during the question 'Can you tell me the way to ...?' during the speaking activity, because the English language has three main patterns of intonation and it's different to Portuguese.
2. It may be difficult for some Ss the connected speech on *"Straight on"* during the speaking activity.
3. Some Ss may be stronger than others on speaking. If they pair up freely together there won't be a balanced pair activity and may not produce well.
4. Some Ss may get difficulties during the activities even with the instructions or the ICQs because it's about directions and maps and it's the first lesson with this vocabulary and also using a map for the tasks.

How I intend to deal with these difficulties:

1. I will present first the model sentence then with my right hand I'll show the fall-rise intonation after that, I'll board the sentence and practice with the Ss using other words such as 'Can you tell me the way *to the museum?' , 'Can you tell me the way to the restaurant?*
2. I'll deal this using my right fingers while I drill the language. So first I should drill one by one, first *'go',* then '*straight' ,* then *'on'.* After that, I'll show two

Board Plan:
On the centre:
A PowerPoint presentation with:
-some pictures to help Ss elicit new vocabulary;
- **On the left side** - New words will be written after eliciting to mark PoS and the stressed syllable;
- On right side:
The Answers of the tasks.

of my right fingers together while I say *'straight on'* to make the Ss realize the connected speech on these words.

3. I will change the Ss in a way that a stronger S should practice with a weaker S. So every student will get a chance to speak and to get a peer correction if necessary.
4. I'll be modeling before the Ss start the activities.

Good anticipated problems and solutions ☺

Personal Aim: I'll be concentrated to reduce my language mistakes, be more prepared for corrections and show the connected speech of the sentences.

Target Language Analysis

Form	**Meaning**	**Phonology** **Word stress / sentence stress**	**Checking Meaning** **(CCQs, timelines, etc)**
Noun: • car park; • Corner; • traffic light; • roundabout; **Adjective:** • straight;	**Noun:** • Car park: an area or building reserved for parking cars. • Corner: the point where two streets meet. • Traffic light: a set of electrically operated signal lights used to direct or control traffic at intersections. • Roundabout: a circuitous or indirect road. **Adjective:** • Straight: without a bend, angle, or curve; not curved; direct.	• car park: /kɑː pɑːk/ • Corner: /'kɔːnə/ • traffic light: /'træfɪk laɪt/ • roundabout:/ 'raʊndəbaʊtː/ • straight: /streɪt/	CCQ Is it related to vehicles?(Yes) Is it a place for parking?(Yes) Is it related to cities?(Yes) CCQ Is it where two street meet?(Yes) Is it related to angles?(Yes) Is it related to cities? (Yes) CCQ Is it related to vehicles?(Yes) Is it related to cities?(Yes) Is it something to control the traffic? (Yes) CCQ Is it related to streets?(Yes) Is it related to cities?(Yes) Is it something that help to control the traffic? (Probably) CCQ Is it related to directions?(Yes) Is it something without a bend? (yes) Is it a direct way at some place?(Yes)

Don’t forget these model sentences:
Is there (a post office/ bank. Etc) near here?
Yes, there is. (then the phrases for directions.

Stage and Purpose (Make sure you mention the name of the stage and possible reasons why you are doing it.	**Procedure** Separated into titled stages with inclusion of instructions, answers to tasks, etc. Make sure you include concept check questions and analysis of target language: possible problems Sts might have with meaning, pronunciation and form + solutions.	**Interaction**	**Time**	**Trainer’s Comments**
Introduction of the topic/context: Lead-in: to generate interest about the topic of the lesson related to asking for directions. Elicit / introduce the Target language (MPF) – To present and clarify the target language to students.	Teacher starts the class: ‘Good evening everyone! How are you today?’ T ‘Ok! So, is there any fast food restaurant (Mc Donald’s) near~~- here this building~~?’ Ss try to answer. T ‘Oh, so you’re saying if I go out, I should go ~~to this side~~this way?(shows the right side) Ss might confirm. T ‘Ok! So, when I go out this building I ***turn right*** and I walk until I find it. T ‘turn right, repeat’. T ‘but if this place~~fast food~~ is on the other side I should turn…?’ Ss try to answer. T ‘I should **turn left’.** Repeat. Teacher boards TL. T ‘but if I walk for a while in~~on~~ the same direction until I find Mc Donald’s, we can say: Turn right and go…?’ Ss try to say. T ‘g**o straight on**. Repeat. ‘Go straight on’. Ss T shows with his right fingers the connected speech between ‘*straight on’.*	T>Ss T>Ss T>Ss	2’ 16’	

	Teacher boards TL. T ‘Now if I want the direction to the ‘Center 3~~Tres~~’ shopping mall? T I will ask: **Can you tell me the way to** *the shopping mall?* *T asks Ss repeat.* *Can you tell me the way to the Shopping Mall?* Teacher boards TL and shows the fall-rise intonation during drilling it. T drills the model sentence with other examples such as *the museum, the church, the hospital.* T ‘if I want to go to the shopping mall I should, turn right, go straight on but, Mc Donald’s it’s before the mall, right? T ‘can I use Mc Donald’s to indicate it’s the right direction?’ T ‘I should say: Go straight on, then **go past** Mc Donald’s. T ‘so, when something it’s on the same direction, for example, if instead of Mc Donald’s, there is a Restaurant, we should say, go past what? Ss say ‘go past the restaurant’. T drills the language with other examples such as *the museum, the church, the hospital.* Teacher boards TL. T ‘ok, now look at this picture.(It’s a car park)’ T ‘What’s this?’ Ss try to answer T ‘It’s a **car park**. A place we can leave the car.’ T ‘and what about this?’(shows a roundabout).’ T ‘it’s something we go round and continue in other street.’ T ‘it’s a **roundabout**.’ Ss repeat. Teacher boards TL. T ‘now this is very well known.’ T ‘It’s the~~a~~ **traffic light~~s~~**.’ Ss repeat.			

controlled practice: To give students a task to practice the structures and words presentedwere learned.	Teacher boards TL. T 'and if some place it's in front of another but on the same street, we should that one is … to the other.' T is **opposite** to the other. For example the museum it's opposite to the church. Ss repeat. Teacher boards TL. T 'Now this is a map. As you can see there is car here and the driver is trying to go to some place. Where are the traffic lights?' Ss answer. T 'normally the traffic light are in the this part here, between the streets.' T 'draws a square and tick one of its corners.' T 'so the traffic light it's on…?' Ss try to answer. T 'It's **on the corner.'** Ss repeat. Teacher boards TL. This is how we ask for directions and we can explain itgive directions T sets task 01 T 'Now let's practice. First, let's match individually the words with the right picture. ' T 'You have 3 minutes. ' T 'It's to be done in groups, in pairs or individually?' (individually) T 'Is it to match the items or complete the gaps?' (To match the items) T 'When you've finished you can check with your partner.' Teacher corrects answers.	T>Ss S>S T>Ss T>Ss T>Ss S>S	3'	

Less controlled – to allow students start to use the target language. **Freer practice** – To allow students to use the TL in the context of dialogue for asking and giving directions ~~how to explain the way to go~~ to an specific place. **Feedback -** to allow the students get some delayed correction from the teacher after the speaking practice.	T 'T let's practice together first.' T asks Ss how to give directions. T models some examples. See the map? So this driver wants to go to the museum. How we should say to him? Ss ~~try to~~ do the task~~answer~~. Teacher corrects answers. Teacher sets task 02. 'Read the 2 dialogues below and tick on the map the blank you chose as the right option'. T 'It's to be done in groups, in pairs or individually?' (individually) T 'Is it to mark true or false or complete the gaps?' (complete the gaps) T 'When you've finished you can check with your partner.' Teacher corrects answers. Teacher sets the task 03 T explains the next activity, 'Now I will change some of you.' T divide in pairs T 'Here is a map which each one of you will receive and here **it's some flashcards written** [what do you mean?] with places you need to go but you don't know how to get~~go~~ there.' T 'Your pair will ~~explain with the map~~give you directions~~how to go there~~.' T '~~When explained it's time to the other student ask how to get to the place written on his flashcard'~~Then, your partner will ask you for directions. T models the activity. T 'Is it to be done in groups, in pairs or individually?' (in pairs) You'll have 6 minutes. T starts to monitor;	T>Ss PW T>Ss	5 6' 5'	

		T ‘All right, time is off.’ T teacher shows on the board some mistakes related to the target language. You should first show them samples of good use of TL, then you address the mistakes T talks about the Ss’ development during the activities. T ends the class.			

Overall Post-lesson Observation

Immediate Reaction What went well? What didn't? Questions for feedback?	**Tutor's response**

Overall strengths of this lesson (planning and	**Areas to work on:**

delivery):	

Lesson Plan

Trainer's Overall Comments

Assessment			
	Above S	**At standard**	**Below S**
Lesson Planning			
Lesson Delivery (teaching skills and language awareness)			
Overall Grade			

Trainer: _____ Date: _____/ _____/ _____

*The grades above are intended to give an indication of how this lesson might contribute to the evaluation of your teaching practice overall. In other words, several 'Below standard' lessons would mean that you would be unlikely to pass the course. For more information, the criteria for evaluation are listed in your CELTA 5 form in your file and are discussed in our tutorials. The areas to work on are key points which, if addressed in upcoming lessons, will help you consolidate or raise your overall grade. They should therefore be made your personal aims in your next lesson if appropriate.